

South Dakota Social Studies Unpacked Standards Template

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anchor Standard: | C.5 Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic. | |
| Grade Level/Band Standard: | 9-12.C.5.5 Explain the role of political parties and special interest groups in the political process. | |
| Student Friendly Language: | I can understand the impact of political parties and special interest groups on politics. | |
| What prior knowledge do students need to have to be successful on this standard? | | |
| <ul style="list-style-type: none"> The definition of government and politics. | | |
| Students Will Know (Factual Knowledge).... | Students will Understand (Historical Inquiry).... | Students Will be Able to Do (Performance Based) |
| <ul style="list-style-type: none"> The role of political parties and special interest groups in the Constitutional system. | <ul style="list-style-type: none"> Strategic methods of influencing governmental decisions are used by political parties as well as interest groups based on ideological motives. Influence of political parties on politics can change over time based on the rise or fall of political party popularity amongst citizens. Special interest groups are informed by ideology or represent particular interests and impact government primarily through lobbying and fundraising. | <ul style="list-style-type: none"> Identify different political parties and special interest groups. Explain how political parties and interest groups create platforms and address issues. Demonstrate understanding on how political parties impact government through different channels. Evaluate the role of special interest groups and their methods by which they impact US government |
| Vocabulary (Key Terms Used by Teachers and Students) | What are possible misconceptions students may have with respect to this standard? | |

South Dakota Social Studies Unpacked Standards Template

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Political Party ● One-party system ● Two-party system ● Special Interest Groups ● Platform ● Democrat ● Republican ● Minority Party/Third Party (list any) ● Liberal ● Conservative ● Moderate ● Independent ● Political action ● Lobby ● Ideology | <ul style="list-style-type: none"> ● That political parties are literally part of the government. ● There is a misconception that a student believes that their political viewpoint is superior and thus they do not need to listen to opposing views. | |
| <i>OSEUS Connection</i> | | |
| Essential Understanding: | Descriptive Connection Between Social Studies and OSEU: | |
| N/A | <ul style="list-style-type: none"> ● N/A | |
| <i>Vertical Alignment</i> | | |
| <p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● No examples of previous learning could be found. This may be the first time students are exposed to this. | <p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Political parties and special interest groups during the political process. ● Connecting the role and action of student governance boards. ● Connecting the role and action of local governance boards. ● Draw connections to novels or readings that are being addressed in other courses. | <p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real-life Application. ● Vote. ● Register to vote. ● Participate politically. ● Membership in Interest Groups. ● Donate to Interest groups. |

South Dakota Social Studies Unpacked Standards Template

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <ul style="list-style-type: none"> World History, Sociology, Psychology, U.S. History, and Economic coursework. | |
| <i>C3 Framework Relevant Skills and Applications</i> | | |
| <p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> D1.1.9-12. Explain how a question reflects an enduring issue in the field. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). | | |
| <i>Example strategies to reach depth and intention of the standard</i> | | |
| <ul style="list-style-type: none"> Connections to current event. Draw connections to current legislation (city, state, or federal). This standard allows for students to take an ideological assessment to find where they may sit on a political spectrum. | | |
| <i>Possible Civic Engagement Activities</i> | | |
| <p>These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.</p> | | |
| <p style="text-align: center;">Activity:</p> <ul style="list-style-type: none"> Contact an organization with whose platform you agree and see how you can get involved | <p style="text-align: center;">Description on How to Use the Activity and How it Meets the Grade Level:</p> <ul style="list-style-type: none"> After completing an ideological assessment, the students can send letters, postcards, or emails to politicians who have similar beliefs. | |

South Dakota Social Studies Unpacked Standards Template

| | |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">● Host a panel discussion● Form a club | <ul style="list-style-type: none">● Group students together by different political parties and have them conduct research on 3-4 issues favored by the party. The students would present the issues to the class in a panel discussion format and take questions from the crowd.● Students could work with school administration to form clubs like Young Democrats or Young Republicans. |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|